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ABSTRACT

The "First Annual Report by the National Advisory Council on Indian Education (NACIE) to the United States Congress" is presented in two parts. Recommendations in Part 1 cover: (1) Self Determination and Management Know-How; (2) A Master Plan for Indian Education Personnel; (3) Language Deprived Indian Children--A Solution; (4) The Revitalization of Indian Affairs Agencies; (5) Title IV. The Indian Education Act--an Historic Break-through; and (6) A Bicentennial Education Goal for Native Americans. Part 1 also includes key administration Indian policy statements by President Nixon and Caspar W. Weinberger, Secretary of Health, Education, and Welfare; a special report on "Who Are American Indians?"; and the 1975 NACIE budget. (NQ)

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first annual report to the congress of the united states from the national advisory council on indian education

part 1 of 2 parts

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"We only want the right to live as other men live"

Chief Joseph

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To the Congress of the United States

The National Advisory Council on Indian Education finds that—

> ***President Nixon's Message to Congress on Indian Affairs,*** in July 1970;
>
> The Senate Report of 1969, ***Indian Education: A National Tragedy—A National Challenge;***
>
> The National Council on Indian Opportunity Subcommittee report, ***Between Two Milestones*** (1972);
>
> The 1972 Report to the Congress by the Comptroller General of the United States, ***Opportunity to Improve Indian Education in Schools Operated By The Bureau of Indian Affairs;*** and
>
> ***A Statistical Profile of the Indian: The Lake of Numbers*** by Stephan A. Langone, analyst, American Indian Affairs, Government and General Research Division, Legislative Reference Service, Library of Congress, 1969.

are of such excellence that even the most skeptical should be satisfied as the urgent need for greatly improved Indian program management. To question the adequacy or validity of the evidence in these documents, or suggest that the Council must itself establish credibility and support for a policy of Self-Determination, is to beg the question beyond reason.

The Council's recommendations are uncomplicated and straight forward. But they do imply a very deep concern of the Council; that the credibility of the Congress, the administration, and the various Indian agencies are in serious question. The time for deeds and not words is clearly overdue. Approval of the Council's recommendations will do much to bring about mutual trust. *The Congress is being asked to take actions that will better help to implement the many dormant recommendations already approved in the Congress' abundant reports, legislation and policy statements.*

The importance of this latter point cannot be overstated. Congress can better understand the Council's position by reviewing the above noted documents which contain so many rich and well substantiated recommendations. These documents are included in a separate Part II of this report for ease of reference and to emphasize the points of fact underlying the Council's deep concern.

In creating the Council, the Congress demonstrated its conscious awareness and moral obligation to American Indians and Alaskan Natives. The Council believes that in making these recommendations to the Congress, it is fulfilling its legislative mandate by focusing on the most logical conclusion of the work of so many decades: ***Through Education--Self-Determination!***

A Note to the Reader on... Indians and Native Americans

The word **Indian,** has been through a continuous refinement of definition in America for many years in an attempt to give it a specific and nationally acceptable meaning. From this prodigious effort a whole lexicon of writings has arisen that seem to have brought more confusion than clarity to the understanding of this national native group name.

The Council is mindful of the sensitivity surrounding the proper use of this term. But, in as much as a wholly satisfactory definition is still forthcoming, the reader is asked to be more concerned with the substance of the Council's report than with the semantics of such terms as **Indians, Native Americans** or **Alaskan Natives,** which have been used here in a broad sense to communicate on behalf of all American Indians, Alaskan Indians, Eskimos and Aleuts. The strict constructionist may be bothered by this compromise but for the sake of the report, to have done otherwise would have proven burdensome to the reader and detracted from the subject matter of the report itself.

The problem did however, surface for the Council the importance of clarifying the meaning of **Indian** in order to conduct its own required business under title IV, of the Indian Education Act. This report takes note of this need in a separate section entitled, **Special Report: Who Are American Indians?** The Council is fully aware of its congressional mandate to be truly representative of all the people for whom they speak, and to this end they give their assurance that the special report will reflect this responsibility.

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Between Two Milestones

The First Report to the President of the United States, by the Special Education Subcommittee of the National Council on Indian Opportunity, Nov. 30, 1972

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Indian Policies and Goals
Legislation
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Civil Rights
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Note: Complete text of above noted reports are in Pt. II of this report.

Indian Education: A National Tragedy—A National Challenge

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A Statistical Profile of the Indian: The Lack of Numbers

By Stephan A. Langone, analyst, American Indian Affairs, Government and General Research Division, Legislative Reference Service, Library of Congress, 1969.

Title IV—The Indian Education Act of 1972

An act—To amend the Higher Education Act of 1965, the Vocational Education Act of 1963, the General Education Provisions Act (creating a National Foundation for Postsecondary Education and a National Institute of Education), the Elementary and Secondary Education Act of 1965, Public Law 874, 81st Cong., and related acts, and for other purposes. (Public Law 92–318, 92d Cong., S. 659, June 23, 1972)

Opportunity to Improve Indian Education in Schools Operated by the Bureau of Indian Affairs—Department of the Interior

Report to the Congress, by the Comptroller General of the United States, General Accounting Office (GAO), Apr. 27, 1972.

A New Era for the American Indians

President Nixon's Message to the Congress July 8, 1970

Secretary of the Interior Morton Reports on Indian Matters

March 1973.

Tribal Unity for Self-Determination

As the policy for Self-Determination emerged from Washington, D.C. the tribal leaders of the tribes in southeast Nebraska and northeast Kansas realized that a constitution for an Inter-Tribal Council was necessary for tribal unity from which to build the foundation for Self-Determination. Several case examples are given as evidence that the philosophy of "tribal unity" is realistic and successful.

Title IV Programs: Case Histories and Reports

The National Advisory Council on Indian Education recently conducted a survey among recipients of Title IV program funds as to the impact of title IV on their school, tribe or institution. The following few cases illustrate that Title IV meets the long awaited needs among many Native Americans who previously had no covering legislation.

Kickapoo Head Start, Inc., McLoud, Okla.

Cheyenne and Arapaho Education Program, Weatherford, Okla.

Tulsa Public Schools, Irving Elementary School, Tulsa, Okla.

Inter Tribal Council, Inc., Miami, Okla.

The School Board of Broward County, Fort Lauderdale, Fla.

East Point Community Action Committee, Inc., Carrabelle, Fla.

Watonga Public Schools, Watonga, Okla.

Glades County School Board, Moore Haven, Fla.

Introduction

Historical records and numerous official reports are replete with evidence that—by word and deed—the great majority of American Indians have been placed at the lowest level of our national social order: a caste, separate and apart. It is embarrassingly well documented that they are looked upon more as nonmembers of American society rather than as the term "first Americans" implies. In a Nation where "first" is coveted so highly, for these original natives, "first" is—with bitter irony—their reason for being placed last.

Each Indian generation has been forced to confront what is tantamount to social bondage. This bondage and oppression is created by prejudice and inaccurate derogatory legends of the past in what has become an eternal repayment and punishment for the alleged sins of their forefathers.

How did such an unconscionable travesty of America's legendary equal justice happen? For a myriad of complex and conflicting reasons the American Indians' plight was born and is perpetuated by one of the modern world's most classic collusions of ignorance, hate, opportunism, benign neglect and Government control, which have ingenuously collaborated to divest them of normal rights to American heritage—and in the process—have distorted American history and written the Indian into the fictitious role of an incorrigible.

Looking for a way out of such an emotionally entrenched and deteriorating stalemate, the experienced pragmatist of social thought seeks a solution that one might call the ultimate in social science thought: A process which would allow all parties to save face for the past, and still provide a realistic and mutually acceptable way for the future. A process that by practical necessity is calculated and slow, in which time becomes a subordinated constraint and generations may be necessary before a turn-around is achieved.

In order for Indians to avoid the false hopes and illusions of the past one must, with deep objectivity, answer such questions as—

Will the lessons of the past, and the national mood of the present, allow a new process to be started, encouraged and expanded?

Is there true desire to *make progress* on the one hand, and *allow progress* on the other? Will the status quo *work* for upward status change?

Will the new process allow native Americans to breakthrough the formidable and traditional barriers of the past?

Can such a process eventually rid the American Indian of exploitation and allow for Self-Determination?

Are the resources available to initiate the process and then sustain it indefinitely?

*The National Advisory Council on Indian Education believes that the process that most affirmatively meets the criteria posed in these questions is—**Education,** and to this purpose we respectfully submit the following report.*

RECOMMENDATION NO. 1

The National Advisory Council on Indian Education recognizes that—Self-Determination requires the acceptance of management and staff responsibilities by American Indians and Alaskan Natives. The Council believes that many Indian people and Indian organizations are already well qualified to meet this requirement but are not being given the opportunity. In addition, Indians are not being encouraged, or specifically funded, to become top and middle level management and staff. *Therefore, the Council recommends that—the Congress direct the various Government Indian agencies to make priority funding available for the education of Native Americans in management oriented institutes of education.*

The responsibilities of management require thorough knowledge in such areas as policy determination, goal setting, and various management concepts, i.e., *management by objective* and *management systems*. By design or otherwise, Indians have been precluded from gaining access to formal management education which Indians recognize is a prerequisite to the successful realization of their ultimate goal—Self-Determination. There is no evidence that—the Nation's many established management education and training institutes would not welcome Indian candidates, nor is there any evidence of a lack of funds for such programs. **So it remains only for the bureaucracy to act, in as much as the Congress and the Administration have already established a policy of Self-Determination for Native Americans.**

Where Will the Money Come From?

Any doubts as to the availability of Federal funds for such programs should be relieved by the following excerpt from a statement by Secretary of the Interior, Rogers Morton, in his report on **Indian Matters,** March 1973.

"The Department of the Interior through the BIA carries out only part of the total Federal effort for Indians. For example, *the 1974 budget*

provides total Federal funding for Indian programs of over $1.2 billion of which the BIA portion is approximately $550 million. This represents a massive increase of dollar effort during the Nixon years. The BIA, for example, was funded at the $250 million level when the President came to office in 1969."

"The approved budget request for fiscal 1974 by Interior for Indian training and manpower development is $35.3 million. The total vocational and manpower training money will be about $64½ million. If vocational training were funded at the same rate for the total American population the annual cost would be over $26 billion." (See Pt. II for complete text.)

Back-Up Support to the Bureaucracy From NACIE

The Council can develop a comprehensive program of technical assistance to all Indian communities and organizations striving to effect needed changes in their educational systems. Assistance would be provided to all Title IV applicants, and also, when requested, to those related but sometimes floundering programs which are not under Title IV.

This assistance would be provided by a task force of experts selected by the Council, to serve to overcome the damaging effect which poor English language skills has on program research, analysis, planning, descriptive proposal writing, fund solicitation, implementation and reporting.

The Council could act promptly to provide the applicants to Title IV, and others who are eligible, with the results of past research and with the experience gained by related programs previously completed under Federal funding.

In order to permit effective use of the available information, and to allow each project necessary freedom for adaptation to its special needs, the Council would cause successes and failures to be adequately explained to local participants, *using their Native language when requested.*

A computerized data-bank of presently available information can be created and utilized by the Council. The Council could also gather data not available from project reports, by initiating special field investigations. Information would be sought on the actual degree of involvement by local Indians, the methods the project leadership uses to conduct the operations, the management and control of funds, the actual number of persons directly affected, the degree of achievement and the extent if any, that the project is used to support other projects.

This new information, added to the data gathered from available files, would assist Title IV participants to avoid costly errors and to utilize benefits from previously conducted experimental programs, resulting in

greater achievement per dollar spent for larger numbers of Native Americans.

Tribal Unity for Self-Determination

PROGRESS BECOMES THE TRADEMARK OF "THE UNITED TRIBES"

Prior to the year 1971 the tribal groups residing in northeast Kansas and southeast Nebraska were like many other Indian groups around the Nation. They were the targets of numerous well meant, but uncoordinated programs, and the individual Indian had no one to look to except the Bureau of Indian Affairs to determine where he blended into these programs.

With some cause based on performances of years passed, the Bureau awed the individuals, and as a result a close and personal association was out of the question. There was no one to turn to. The more active people of the tribes, realizing this, concluded that a lack of communication, a lack of coordination and misunderstanding between the people and the programs were hampering the progress of their peoples and pushing the tribes further under the boot heel of total welfare. The most precious characteristic of pride was becoming seriously eroded, and something had to be done to halt this trend. "Self-Determination" became a permanent phrase in the speeches of the Washington politicians, and as it grew the tribal leaders began to realize that it did *in fact* have a great deal of merit. The BIA had also, by this time, realized that the dispersion of the tribes acted as a deterrent to effective action and adopted a policy of bringing the tribes back together again. Moneys were made available for *management support* to each of the tribes, and this funding was a significant step in the right direction. The tribes in southeast Nebraska and northeast Kansas were comparatively small and therefore their voice in the affairs of the State, their communities and the Federal Government might be lost to the bigger more affluent brother tribes. The tribal leaders realized that a *system to utilize management support* was the path to Self-Determination but went further than just this *system*. They determined that there is additional strength in unity, and on November 20, 1971, adopted a Constitution and Bylaws for an Inter-Tribal Council. While not the first among our people it must be realized that these four tribes are not wealthy, are isolated from the bulk of the Indian population, and located in an area that is disadvantaged for both Indians and white because of the decay of small cities and the shift from small to larger farms. While the articles of the constitution will not be recounted, the preamble is of such worth that it is reprinted here.

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PREAMBLE OF "THE UNITED TRIBES"

BECAUSE: THERE IS STRENGTH IN UNITY,

We, The Iowa Tribe of Kansas and Nebraska, the Kickapoo Tribe of Kansas, the Prairie Band of Potawatomi of Kansas, and the Sac and Fox Tribe of Missouri of the Sac and Fox Reservation in Kansas and Nebraska, being numbered among the Native People of the United States of America and desiring to establish an organization to represent our united interest and promote our common welfare and benefit, do of our own free will in Council assembled, affirm our membership in the organization to be known from this day forward as the United Tribes of Kansas and Southeast Nebraska and proclaimed the following objectives and declare our purposes to be:

a. To promote Indian leadership in order to move forward the ultimate, desirable goal of Indian involvement and responsibility to all levels in Indian Affairs;

b. To lift the bitter yoke of poverty from our people through cooperative efforts;

c. To promote better understanding between Indians and other Americans;

d. To negotiate for more effective use of existing local, State and Federal resources for programs that benefit all member tribes;

e. To provide a forum for exchange of ideas;

f. To combine our four voices so our one strong voice can be heard clearly;

g. To dedicate ourselves to improvement of health and housing;

h. To obtain for ourselves and our descendants the highest level of education;

i. To reaffirm the individual commitments of we four Tribes to the treaties and agreements heretofore entered into with the Federal Government;

j. To preserve and maintain our heritage and culture.

The articles adopted work to fulfill each one of the Preamble's goals, and is a prime example of the American Indian's ability to draft a treaty that they mean to keep.

Note: See Pt. II for complete text of the history to date of **Tribal Unity For Self-Determination.**

RECOMMENDATION NO. 2

The National Advisory Council on Indian Education recommends:

The Congress direct all appropriate Federal Indian Agencies and the Civil Service Commission to develop—with the concurrence of the National Advisory Council on Indian Education and the National Advisory Council on Indian Opportunity—a master plan for replacement of Indian education personnel in which a substantial number of existing key managers, administrators, and staff positions are identified for early and future employment of American Indians and Alaskan Natives.

Said plan to be for a 5 year phase-in, phase-out program in which the to-be-employed Indians receive well structured indoctrination and training prior to assuming the duties and responsibilities of the new positions.

Further, the Congress through its legislative control processes to persuade State and local governments to follow this same course of action.

The concept of **Self-Determination for Native Americans** will only be realized through a gradual evolutionary process whereby more and more Indians are placed in key Indian education positions of responsibility and authority in Federal, State and local governments. It is only then that Indians can expect to enjoy equitable progress through intelligent cooperation and not militant confrontation.

Self-Determination and the Cherokee Experience

Cherokee Education—Past and Present

One of the most remarkable examples of adaptation and accomplishment by any Indian in the United States is that of the Cherokee. Their record provides evidence of the kind of results which ensue when Indians truly have the power of Self-Determination:

A constitution which provided for courts, representation, jury trials and the right to vote for all those over 18 years;

a system of taxation which supported such services as education and road construction;

an educational system which produced a Cherokee population 90 percent literate in its native language and used bilingual materials to such an extent that Oklahoma Cherokees had a higher English literacy level than the white populations of either Texas or Arkansas;

a system of higher education which, together with the Choctaw Nation, had more than 200 schools and academies, and sent numerous graduates to eastern colleges; and

publication of a widely read bilingual newspaper.

But that was in the 1800's, before the Federal Government took control of Cherokee affairs. The record of the Cherokee today is proof of the tragic results of 60 years of white control over their affairs:

90 percent of the Cherokee families living in Adair County, Okla., are on welfare;

99 percent of the Choctaw Indian population in McCurtain County, Okla., live below the poverty line;

The median number of school years completed by the adult Cherokee population is only 5.5;

40 percent of adult Cherokees are functionally illiterate;

Cherokee dropout rates in public schools is as high as 75 percent.

The level of Cherokee education is well below the average for the State of Oklahoma, and below the average for rural and nonwhites in the State.

The disparity between these two sets of facts provides dramatic testimony to what might have been accomplished if the policy of the Federal Government had been one of Indian Self-Determination. It also points up the disasterous effects of imposed white control.

Cherokee education was truly a development of the tribes itself. In 1821 Sequoyah, a member of the tribe, presented tribal officials with his invention—a Cherokee alphabet. Within 6 years of that date Cherokees were publishing their own bilingual newspaper, and the Cherokee Nation was on its way toward the end of illiteracy and the beginning of a model of self-government and self-education.

The Cherokee Indians established a government of laws in 1820 and, in 1827 a constitution patterned after that of the United States. Their nation was divided into districts, and each district sent representatives to the Nation's capital, which had a two-house legislative structure. The system compared favorably with that of the Federal Government and any State government then in existence.

The Cherokee education system itself was just as exemplary as its governmental system. Using funds primarily received from the Federal Government as the result of ceding large tracts of land, a school system described by one authority as "the finest school system west of the Mississippi River" soon developed. Treaty money was used by Sequoyah to

develop the Cherokee alphabet, as well as to purchase a printing press. In a period of several years the Cherokee had established remarkable achievement and literary levels, as indicated by statistics cited above. But in 1903 the Federal Government appointed a superintendent to take control of Cherokee education, and when Oklahoma became a State in 1906 the whole system was abolished, *Cherokee educational performance was to begin its decline.*

Authorities who have analysed the decline concur on one point: the Cherokees are alienated from the white man's school. Anthropologist Willard Walker simply stated that "the Cherokees have viewed the school as a white man's institution over which parents have no control." Dr. Jack Forbes of the Far West Regional Laboratory for Research and Development said that the Federal and State schools operated for the Cherokee have had negative impact because of little, if any, parent-community involvement. Several researchers have also commented upon the lack of bilingual materials in the schools, and the ensuing feeling by Cherokees that reading English is associated with coercive instruction.

Alfred L. Wahrhaftig makes the point that the Indian child communicates in Cherokee and considers it his "socializing" language. English is simply an "instrumental" language one learns in school, a place which the Cherokee sees no value in attending anyway.

In the 1890's Cherokees knew there was a forum for their opinions on how their children should be educated, and they used that forum. Wahrhaftig's study showed Cherokee parents haven't lost interest in their children's education, just their faith in the white-controlled system's ability to listen to them and respond. "Cherokees finally have become totally alienated from the school system," he reported. "The tribe has surrendered to the school bureaucracy, but tribal opinion is unchanged."

Excerpt is from Senate Report, 91st Congress, 1969. Committee On Labor and Public Welfare, U.S. Senate made by its Special Subcommittee on Indian Education. (Report No. 91–501) pps. 19 and 20. See Pt. II for complete text of report.

RECOMMENDATION NO. 3

The National Advisory Council on Indian Education recommends ***that the Congress direct all Federal Indian education agencies to develop, with the concurrence of this Council, the following plan for providing adequate language development for young language deprived Native American children.***

This plan recognizes the fact that early instruction is the mother-tongue greatly increases achievement in all subjects, including the English language. It will also provide instruction to compensate for reduced learning rates caused by the failure of native parents to adequately teach their native language to their preschool children.

Such children now enter school without any properly developed basic language.

The plan shall require that standardized vocabulary developmental materials be produced and adequately taught to all children of Native Americans who are, by the following definition, "language deprived." *Native American children whose mother-tongue (the language predominantly spoken in the home), is other than English, or, whose English language is deficient because of the parents' English language retardation.*

Recognizing that the failure of the educational system to provide for language development in the past has deprived the Native Americans of a sufficient number of adequately trained teachers, the plan shall expedite native teacher-training through the implementation of crash programs in native language education. Selected speakers of the native languages, including those without degrees, will be given short courses in elementary vocabulary instruction and, in coordination with a certified teacher (one with developed English language skills), will conduct classes in a two-teacher bilingual classroom. The native language teachers will be given on the job training, and compensation commensurate with demonstrated abilities.

Teacher Training and Transition From Non-Native to Native Teachers in Native Communities

The Council bases its recommendation on the basic premise that instruction conducted in a language foreign to the students is certain to fail, "failure" being defined as "unsatisfactorily low achievement." The failure, thus defined, occurs primarily because of the poor quality of communication between the teacher and the student, denying the student adequate access to the curriculum. Restated, when the teacher cannot speak the student's language, and the student cannot adequately speak and understand the teacher's language, the knowledge and skills of the teacher cannot be used to create learning attitudes or satisfy the curiosity of the students. Many subsequent problems follow as a result of this primary failure.

The recognition of this problem has created the present demand for Native teachers. Recruitment efforts reveal an understandable scarcity of certified Native teachers. It has been found that the potential teachers were themselves educationally deprived.

Two methods can be used to supply the demand for Native teachers.

Method A, in progress in some areas, is the most obvious solution. It is also the most time consuming, expensive, and risky method. It has been chosen, for the most part, by non-Natives, who are well served by it, and who do not view the continuing failure of Native education as an emergency.

Method A, simply stated, recruits young Natives from the community and sends them to college, where special courses, often conducted by $100-a-day non-Indian consultants, prepare them for certificates.

Some of Method A training programs pay the students by the hour to attend school, perhaps indicating some difficulty in recruitment. Some programs fly or otherwise transport professors to reservation areas to conduct classes (in English). College materials are presented to students who read English poorly. (Fourth and fifth grade reading skills are common among Native students with high school diplomas.) Method A, in those cases where it pays students by the hour, tends to degrade the selection process, and thus cause a higher rate of dropouts (persons taught who do not become teachers). Students working under "Method A" are likely to be passed without adequate achievement, as consideration for the compensation of the instructors may influence grading decisions. Projects operated in this manner are often "nongraded." Method A has a further potential disadvantage in that adjustment to a classroom situation may be harder for a new Native teacher. Regular college-graduated teachers may feel that the specially trained Natives have achieved their

certificates through shortcut methods, and refuse to accept them as equals.

More importantly, the new Method A certificate recipients, after 2 or even 4 years of college, may be very poor teachers. Their basic early childhood English language deficiency will not have been overcome, and they will not likely have developed ability in, or be able to exclusively pursue, their obvious and critically needed specialty—Native language instruction.

Method B is an Indian originated, less risky, economical method. The immediate implementation of effective instruction for Native beginning children is its aim. Each beginners class that must start to school without the benefits of Method B is regarded as a disaster, because thousands of impressionable children are unnecessarily embarked on a nearly irreversible path to language retardation, with all of its devastating effects.

Method B recruits are selected on the basis of their desire to teach, their native language ability, and their ability and inclination to develop and use their native language as a medum for instruction of elementary children. Thousands of young Native people, many who now feel that they are unemployable, can readily learn to do this rewarding work.

When the Method B recruits have completed 6 months of training they can successfully perform their specialized function in a beginning classroom. As a result of their further progressive training, Native elementary students will, at the end of the third year of their instruction, effectively read, write and speak their native language, and read, write and speak English *at the level of National Norms.*

These elementary students, charter members of the Method B achievers club, will have discovered the heretofore hidden Indian passageway to the great sea of knowledge which is available in the English, but not Native language—books and written expressions. They will not be alone in that great sea very long, because every subsequent year will find another class of proficient literates launched toward enlightenment. This childrens' language, vital to the perception, retention and utilization of concepts, will not wither but will expand.

The first Method B teacher-trainee recruits will be taught the proper sound and spelling of the simple Native language words used to instruct beginning children. The instructional method will follow that successfully used by the Summer Institute of Linguistics. Working with hundreds of languages, and many thousands of illiterate people, this method has been proven over a long period of years.

In the first stages of the program an orthography developed and accepted by professional linguists will be used to teach literacy in the Native languages to the teacher-trainees. The teacher trainees will be

taught to develop new beginning materials, where necessary, using word-lists already completed for almost all of the Native tongues.

At the conclusion of the 6-month course the teachers will be able to adequately read, write and speak all of the words to be taught to their first beginning classes, and to adequately present the entire beginners' curriculum. Their pupils will be able to read, write, and properly speak the Native language words at the end of their beginning year.

During a portion of the special course, for a period lasting not less than 6 weeks and not over 12 weeks, certified teachers will attend the language course with the teacher trainees. These teachers will be instructed in the teamwork required to operate a two-teacher classroom, following the model described below. During the first year of instruction only beginning work will be taught. No first grade Native-language materials will be presented until all of the beginners work is completed (no second grade work until the first is completed, etc.). Native language instruction beyond the third year will not be required solely for the purpose of English achievement. At that point the Native children will be competent in English and can adequately receive all subsequent instruction in English. Many good reasons exist to continue the Native language instruction if materials are made available.

The model classroom is divided into two parts, each ideally containing 10 pupils. The Native language trained teacher, armed with a complete beginning curriculum, operates on one side of a simple partition, the certified teacher on the other.

The Native teacher teaches all subjects and conducts all of the class in the Native language. "One and one is two," "Bring the ball to me," and similar concepts are taught in the Native language. At regular intervals the groups switch—and the certified teacher, whose language is English, teaches only one subject—the English language. The English word for "one," the English word for "and," the English word for "two." The same phonetic system is used by both teachers. The children learn the English instantly. They have already learned the concept—in their mother tongue. *Native first grade teachers must learn to read, write and properly speak both beginners and first grade words.* They may need to be taught to develop more advanced materials. Teachers who move up with their pupils must have more extensive linguistic training for each subsequent year.

The most advanced Native language teachers required for this model, those who will conduct classes for third year students, will require a *total of only 1 year* of linguistic-teacher training. Literacy to the second grade

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level has often been acquired by enthusiastic Navajo adults in 6 short weeks.

The two-teacher model classroom described above can achieve an educational breakthrough long overdue to Native Americans. A breakthrough defined as "a large percentage number of elementary school Native Americans reading English at the level of national norms."

RECOMMENDATION NO. 4

The National Advisory Council on Indian Education recommends:

The Congress direct the Secretary of the Interior, the Secretary of Health, Education, and Welfare and the Civil Service Commission—with the concurrence of the National Advisory Council on Indian Education, and the National Advisory Council on Indian Opportunity—to develop a plan to revitalize, restructure and streamline all agencies dealing with Indian affairs, with the ultimate goal of establishing a truely motivated and responsive government system that can efficiently and effectively manage Indian program funds in the manner intended by the Congress.

The Council finds that current policies and goals for Indian education recommended in past and present congressional reports and Administration policy statements are not being fulfilled and in many cases are being totally ignored. The unresponsive and independent syndrome of various Indian Agencies and the massive overburden costs and delays of these bureaucracies' operations have resulted in a gross misuse of public funds, poor accountability and grimly inferior comparative benefits for American Indians.

By taking the corrective actions recommended, the Congress will begin to eliminate many of the deficiencies of the past which an entrenched and resistive bureaucracy have perpetuated in its determination to ignore the Will of Congress and the Administration in power.

A Statistical Profile of the Indian: The Lack of Numbers

By Stephen A. Langone, analyst, American Indian Affairs. Government and General Research Division, Legislative Reference Service, Library of Congress, 1969. (Excerpts).

"Keeping the comparative informational picture—1969 and 1869—in mind, we might point out that in 1869 the expenditure of the Bureau of Indian Affairs was $7,042,923, the agency had approximately 400 employees, and there were 289,778 Indians under the jurisdiction of

the Federal Government. In fiscal year 1969, by contrast, the Bureau of Indian Affairs appropriation is approximately $250 million, the staff exceeds 16,000 and there are about 300,000 Indians living on trust land and 66,000 living nearby. In addition, the Department of Health, Education, and Welfare spends about $150 million per year and has a staff of over 6,000 people working on Indian programs. Other Government agencies such as the Office of Economic Opportunity, Economic Development Administration, Small Business Administration, Department of Housing and Urban Development, Farmers Home Administration, Rural Electrification Administration, Forest Service, Bureau of Sport Fisheries and Wildlife, Bureau of Commercial Fisheries, U.S. Geological Survey, and the Department of Labor (Manpower Development and Training Act) spend annually an additional $75 million or more on Indian programs."

"These observations are not intended as an indictment of the Bureau of Indian Affairs, but to illustrate that it is considerably easier for a researcher to study the conditions of the American Indian 100 years ago than it is to study conditions today. The information needed today is scattered, incomplete, and in some cases, unavailable, nonexistent, or contradictory. It is understandable that the Bureau of Indian Affairs statistical data is geared to the Bureau's own needs and limited by available funds and staff. But there is a real need for more complete and current information throughout the government.

In times past one of the finest sources of information was the annual report of each agency superintendent that appeared in the Bureau annual reports during the 1800's. Agency reports were a primary source providing a "bird's eye" view of the reservation, and any problems the Indians might have had, but publication of such reports was discontinued early in this century. The absence of such reports today prevents the study of a given reservation—and the existing conditions—over a period of years. Whatever information is available, by agency, is generally found in congressional studies."

"*With all the millions spent—no one knows the total—and the thousands of Government employees working in the subject field it is literally impossible to obtain up-to-date and accurate information* on such basic questions as employment and unemployment, *average educational attainment*, income, land ownership, reservation population, interest and vocational abilities. The Bureau of Indian Affairs does not have a research organization that can provide the Congress with such up-to-date information and Congress, as a result, has been forced to undertake much

of the basic research necessary to legislative action in the field of Indian affairs. The only alternative for the Congress is to content itself with statistics that are, in many cases, 5, 10, 20, or more years old, and often incomplete and inaccurate. The result of this problem is a lack of continuity of statistical information on the conditions of the American Indian. *Therefore there is no sound basis for comparison to determine the increase or decrease of given problems or indeed the improvement or lack of improvement in the economy of Indian tribes.*"

RECOMMENDATION NO. 5

The National Advisory Council on Indian Education recommends *that Congress recognize its enacted legislation, the "Indian Education Act—Title IV" of 1972, is a unique and progressive step foreward for Native Americans and that this Council unanimously and fervently supports the Congress in this action.*

Title IV—Indian Education

American Indians have probably never played so large and important a role, or exercised so much influence over the shaping of a major piece of Indian legislation, as they have in title IV. No other law has greater potential for solving Indian problems, contributing to Indian welfare, and permitting Indians to have real control over the education of their children as does this act.

Legislative History

Title IV has, for the most part, universal Indian support as was proven during the long and spirited struggle to gain passage of this Public Law. It was passed after 2 years of public hearings and investigations by a Special Senate Subcommittee on Indian Education. During the life of the subcommittee more than 100 Indian organizations and individuals testified that present Federal laws and programs relating to Indian education were grossly deficient and that a new comprehensive Indian act was necessary.

After an additional 2 years of Indian involvement, the Indian Education Act was passed with broad bipartisan support and without a dissenting vote in Congress. Unfortunately, another delay was encountered when, after money for fiscal year 1973 was approved, the funds were impounded and it became necessary for the Indians to bring two "class action" lawsuits in order to force the appropriation of these funds.

A Unique Breakthrough for Indian Education

For the first time in Indian history, an act gives *signoff* authority to Indians for Indian programs. It is the first law to meet the needs of all

Indian children. Indians believe it is their own law because the act allows Indian tribes to be directly funded for their educational programs—Indians can now initiate, implement, and evaluate their own programs.

American Indians have had things done for them—and to them—for a demoralizingly long time. *Title IV allows them to do things for themselves.* Congress came to the realization that the Nation's educational system was tending more to oppress Indian people instead of developing their potential; more as a device to deprive than to provide. Now, no longer will Indian students be systematically stripped of their heritage, their Native creativity, their aspirations and personal uniqueness, in order to accommodate the demands of a mass technological society.

For this, American Indians are grateful to the Congress and the President of the United States in helping Indians to once again become self-reliant, walk straight and stand tall.

The Role of the National Advisory Council on Indian Education

Although funds for Indian education have been previously available from various government agencies, there has been no nationally visible, unified voice which could express the wishes of Indian people and influence changes in policy regarding the use of funds earmarked for Indian education.

It was this need for Indians to watch over and shape the development of new educational opportunities which prompted the Congress to create the Council. In its overview, policy and legislative authority role, the Council is required to:

1. Advise the Commissioner of Education regarding the administration and fulfillment of the act;

2. To review applications under any program in which Indians might participate under this act;

3. To evaluate all HEW programs in which Indian children and adults participate and disseminate information concerning these programs;

4. To provide technical assistance to local school districts, Indian education agencies, tribes, and other Indian organizations;

5. To assist the Commissioner of Education to develop criteria and regulations for administration and evaluation of grants under Public Law 874, "Aid to Federally Connected Children";

6. To provide the the Commissioner of Education, a list of candidates selected from names submitted by Indian tribes, organizations and individuals, from which the Commissioner will select the Deputy Commissioner for Indian Education; and

7. Submit an annual report to Congress no later than March 31, outlining progress under the act and recommendations for improvement of Federal education and related programs for Indian children and adults. The report is also to include recommendations to the Commissioner of Education with respect to funding of programs in which Indians participate.

Just as the act itself is only as valuable as its use by the people for whom it was intended, so the National Advisory Council is only as effective a voice as it is made by Indian and Alaska Native people through their advice and support.

NOTE TO READERS:

Title IV Programs: Case Histories and Reports

The Council recently conducted a survey among recipients of Title IV program funds as to the impact of Title IV on their school, tribe or institution. A sampling of the results of this survey may be found in Part II in the section entitled, Case Histories and Reports.

Executive Director's Report
on
Applications Received for FY 1974 Funding
of
Title IV—IEA

PART A

Federal grants totaling $17 million have been awarded to local school districts and American Indian organizations to improve educational opportunities for Indian children and adults. The grants were made by HEW's Office of Education under fiscal year 1973 spending authority for parts A, B, and C of the New Indian Education Act.

Under part A, nearly $11 million was awarded for projects affecting $135,000 Indian students enrolled in 435 public school districts in 31 States.

Ten Indian-controlled schools located on or near reservations received awards totaling $547,618 under a special provision in the act allotting not more than 5 percent of the funds under part A to schools of this type.

PARTS B AND C

The Office of Indian Education received 370 proposals for part B, "Special Programs and Projects to Improve Educational Opportunities for Indian Children."

Total funds requested for part B were $45,500,000.

The Office of Indian Education also received 69 proposals for part C, "Special Programs Relating to Adult Education for Indians."

Total funds requested for part C were $5,900,000.

Out of the 370 proposals received for part B, 51 were funded for $5 million and 10 of the 69 proposals received for part C were funded for $500,000.

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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JANUARY 22, 1974.

MR. JOSEPH UPICKSOUN, *Chairman,*
National Advisory Council on Indian Education

It has become clear to all concerned that current severe budget limitations impose serious constraints upon the National Advisory Council on Indian Education and its staff to accomplish all that is desired by Congress in its legislation. (See following, Council's Operating Plan with Goals and Objectives.)

In addition to its advisory capacity, NACIE enjoys an unusual status by Washington standards—in that it has been directed by Congress to perform certain operational functions that might more normally be found under the purview of an appropriate government agency. This unique council characteristic places NACIE in an excellent position to implement much of your own wisdom. However, only to the extent that funds are available to do so.

Required funding for these "operational functions" comes through the Office of the Commissioner of Education.

Congress went to some pains to establish this close legislative relationship. In as much as the Commissioner has major responsibilities toward NACIE, the use of the words "will" or "shall" and "may" in the controlling legislation become very important to the life and success of NACIE.

The phrase, the Commissioner shall (or will) is mandatory in intent, but, "the Commissioner

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may (or is authorized") imply an optional action on the part of the Commissioner.

A following example quoted from Title IV of the Indian Education Act demonstrated the importance of being aware of congressional intent, for Congress uses "shall-may" phrases very judiciously.

It therefore, behooved me to seek an early understanding with the Commissioner on such a matter as part D—"see 442(d) from the sums appropriated pursuant to section 400(c) of the General Education Provisions Act which are available for the purposes of section 411 of such act and part D of such act, the Commissioner shall make available such sums as may be necessary to enable the National Council to carry out its functions under this section."

The answer to my request was met with some respect by the Commissioner's staff but only $75,000 was granted. We, at this time will receive another $85,000 which will total $160,000. This amount is totally inadequate to carry out the charges and mandates of NACIE. The Commissioner is in violation of this act for not providing adequate funds. I presented a budget to his staff that would meet the minimum requirements of Title IV to properly assure success for the Indian Education Act. A sum of $692,548 is needed.

To overcome the Council being hobbled by, and beholden to, the bureaucracy, the Council should request the Congress fund them directly and not through any government agency. The record to date is clear evidence that the Council's Congressional mandate has been compromised by withholding of funding.

Sincerely,

Dwight A. Billedeaux

DWIGHT A. BILLEDEAUX,
Executive Director,
NACIE.

National Advisory Council
on INDIAN EDUCATION

OPERATING PLAN WITH GOALS AND OBJECTIVES

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National Advisory Council on INDIAN EDUCATION

'GOALS AND OBJECTIVES'

GOAL - SUBSTANTIALLY IMPROVE THE QUALITY AND OPPORTUNITY OF EDUCATION FOR INDIAN CHILDREN AND ADULTS.....

OBJECTIVES

A. INCREASE CONGRESSIONAL FUNDING FOR INDIAN EDUCATION

B. PLACEMENT OF MORE INDIANS IN KEY EDUCATION POSITIONS, AND INCREASE THE NUMBER OF TEACHERS IN INDIAN EDUCATION

1A

National Advisory Council on INDIAN EDUCATION

OPERATING PLAN

OBJECTIVE 'A'

- INCREASE FINANCIAL SUPPORT FROM OFFICE OF EDUCATION
- CONGRESSIONAL APPROPRIATION COMMITTEE PRESENTATIONS

OBJECTIVE 'B'

- IDENTIFY KEY POSITIONS
- SEARCH FOR INDIAN CANDIDATES
- OBTAIN EMPLOYER INTERVIEWS
- CONSUMATE CANDIDATE EMPLOYMENT
- CAREER ADVANCEMENT PROGRAMS

National Advisory Council on INDIAN EDUCATION

'GOALS AND OBJECTIVES'

GOAL THE ACCURATE EVALUATION OF THE IMPLEMENTATION OF CONGRESS' "DECLARATION OF POLICY" - TITLE IV OF THE INDIAN EDUCATION ACT BY THE COMMISSIONER OF EDUCATION, AND, RELATED PROGRAMS AND CONTRACTS

OBJECTIVES

A. SELECTION OF THE DEPUTY COMMISSIONER OF INDIAN EDUCATION

B. NATIONAL/REGIONAL ON-SITE EVALUATION SYSTEM

National Advisory Council on INDIAN EDUCATION

OPERATING PLAN

OBJECTIVE 'A'

- SELECTION AND SUBMITTAL OF NACIE CANDIDATES TO COMMISSIONER
- SELECTION OF DEPUTY COMMISSIONER BY COMMISSIONER
- STRATEGY MEETINGS WITH NEW DEPUTY COMMISSIONER

OBJECTIVE 'B'

- ANNUAL REGIONAL CONFERENCES AND WORKSHOPS
- QUARTERLY INTER AND INTRA FOLLOW-UP WORKSHOPS
- INFORMATION FEEDBACK SYSTEM
- ANNUAL COUNCIL REPORT TO CONGRESS - MARCH 31st

2 B

National Advisory Council on INDIAN EDUCATION

'GOALS AND OBJECTIVES'

GOAL - THROUGH EDUCATION, SUBSTANTIALLY INCREASE THE OPPORTUNITY FOR INDIANS TO ENTER INTO A MULTICULTURAL AMERICAN LIFE, AND, FOR SELF-DETERMINATION

OBJECTIVES

A. FULL CITIZEN STATUS FOR THE AMERICAN INDIAN

B. IMPROVEMENT OF SELF AND PUBLIC IMAGE OF INDIAN

National Advisory Council on INDIAN EDUCATION

OPERATING PLAN

OBJECTIVE 'A'

- EXPANSION OF EDUCATIONAL AND VOCATIONAL CURRICULUMS
- EFFECTIVE STUDENT GUIDANCE COUNSELING PROGRAMS

OBJECTIVE 'B'

- 1976 BICENTENNIAL NATIONAL INFORMATION PROGRAM
- REVIEW VIABILITY OF INDIAN INSTITUTIONS
- NACIE'S PUBLIC REPORT ON KEY ISSUES
- ENCOURAGE GRASS ROOTS DEBATE OF ISSUE TO:
  - BUILD CREDIBILITY FOR INDIANS
  - RESOLVE ISSUES

National Advisory Council on INDIAN EDUCATION

LEGEND

★ COUNCIL MEETING

● START DATE

⬟ SCHEDULED COMPLETION

△ REPORT/REVIEW TO COUNCIL

▲ FINAL REPORT

◗ ACTIVITY CONTINUES

OPERATING PLAN

SCHEDULE - QUARTERLY

1975-76

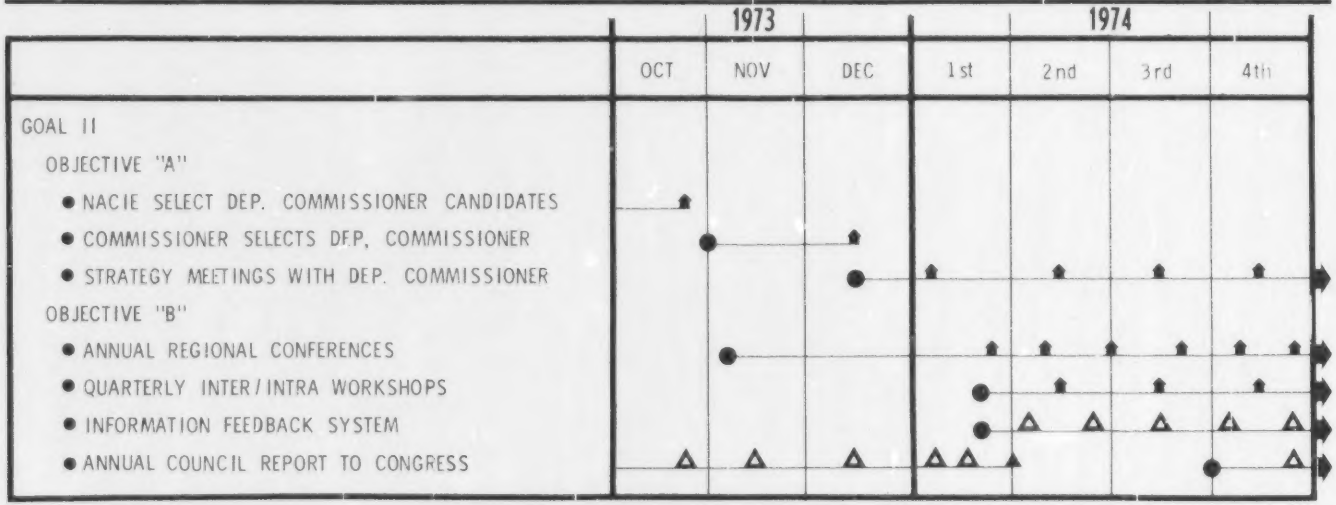
	1973			1974			
	OCT	NOV	DEC	1st	2nd	3rd	4th
GOAL I							
OBJECTIVE "A"							
● INCREASED FINANCIAL SUPPORT			△	△	△		△
● CONGRESSIONAL APPROPRIATION COMMITTEE	△		△	△	△		△
OBJECTIVE "B"							
● IDENTIFY KEY POSITIONS		●		△			△
● SEARCH FOR INDIAN CANDIDATES		●					
● OBTAIN EMPLOYER INTERVIEWS			●				
● CONSUMATE CANDIDATE EMPLOYMENT				●			
● CAREER ADVANCEMENT PROGRAMS					●		

4A

OPERATING PLAN

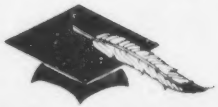
SCHEDULE - QUARTERLY

1975-76



OPERATING PLAN
SCHEDULE QUARTERLY

1975 76



	1973			1974			
	OCT	NOV	DEC	1st	2nd	3rd	4th
GOAL III							
OBJECTIVE "A"							
• EXPANSION OF CURRICULUMS			●	△	△ △	△	△ △
• STUDENT GUIDANCE COUNSELING PROGRAMS			●	△	△ △	△	△ △
OBJECTIVE "B"							
• 1976 BICENTENNIAL PROGRAM	●		△	△	△ △	△	△ △
• REVIEW INDIAN INSTITUTIONS			●	△	△	△	△
• NACIE PUBLIC REPORTS			●	△	△	△	△
• GRASS ROOTS DEBATE OF ISSUES				●		△	△
CPI CONTRACT	△		△	△	△ △	△	△ △
COMMISSIONER OF EDUCATION	△		△	△	△ △	△	△ △
DEPUTY COMMISSIONER OF EDUCATION		●	△	△	△ △	△	△ △
NATIONAL/REGIONAL ACTIVITIES	△		△	△	△ △	△	△ △
CONGRESS	△		△	△	△ △	△	△ △
WHITE HOUSE	△		△	△	△ △	△	△ △

4 C

RECOMMENDATION NO. 6

The National Advisory Council on Indian Education recommends: ***that the Congress hold the Bureau of Indian Affairs responsible for meeting the BIA's self-conceived education goal*—to close the education gap between Indians and other Americans by 1976—*and that the BIA and all other Federal agencies dealing with Indian education, be required to publicly declare this goal as its bicentennial committment to Native Americans.***

America's forthcoming 1976 Bicentennial will herald the beginning of the third century of the "great American experiment" to build a nation where all people are entitled to the equal "pursuit of happiness." With the advent of this celebration, Native Americans, beleagued by frustrations born from generations of disillusionment, have considerable trouble relating to the fundamental reason for America's 200th birthday—"the blessings of liberty."

Inasmuch as Indians have had to confront unique and extreme obstacles to their assimiliation into, or enjoyment of, the "rights" inherent in American citizenry, they find it justifiably difficult to feel a part of the national spirit of faith, pride and gratitude anticipated as natural to this occasion. "The blessings of liberty" implies unfettered access to America's well documented heritage of personal "freedoms" that accompany the cherished meaning of the word "liberty." Few American Indians have yet to enjoy this experience.

Most Americans, reading of the millions of dollars of public funds being expended annually on Indian problems and programs, might reel in disbelief at any display of ingratitude on the part of the Indian community toward a nation that appears to have so generously shared its bountiful treasures and "blessings." Unfortunately, a most deplorable situation remains unrevealed to the public-at-large: that national, State and local governments have contrived to institutionalize a ludicrous bureaucratic filtering process in which, by authoritative estimates, only some 10 percent of the Will of Congress reaches the intended beneficiaries—the Indians—and then in grossly disproportionate amounts.

American Indians have become fatalistic as to the prospect that any Congress or Administration can, or has the desire to, overhaul what have become impregnable Government institutions for Indian Affairs. Still, the candor of a recent Comptroller General's report (GAO) to the Congress entitled, *Opportunity to Improve Indian Education in Schools Operated by the Bureau of Indian Affairs* (April 1972), offers a glimmer of hope that an honest desire exists within the bureaucracy to rectify this truely insidious system. In the report's section entitled, **Findings and Conclusions** it states, *The major goal of BIA's education program is to close the education gap between Indians and other Americans by raising the academic-achievement level of Indian students up to the national average by 1976. It appears that relatively little progress has been made toward achieving this goal.*

If the Congress forced the BIA to meet this goal (even with a grace period beyond 1976), in all likelihood, most Indians would forgive the monstrous 90 percent overburden cost of implementation. But, as the Council's report emphasizes in the Introduction, here is another dormant recommendation—rich with well substantiated facts—waiting for the Congress to act.

Key Administration Indian Policy Statement

President Nixon's Message to the Congress on American Indians, "A New Era for the American Indians" (July 8, 1970—excerpts.)

"It is long past time that the Indian policies of the Federal Government began to recognize and build upon the capacities and insights of the Indian people. Both as a matter of justice and as a matter of enlightened social policy, we must begin to act on the basis of what the Indians themselves have long been telling us. *The time has come to break decisively with the past and to create the conditions for a new era in which the Indian future is determined by Indian acts and Indian decisions.*

"For years we have talked about encouraging Indians to exercise greater Self-Determination, but our progress has never been commensurate with our promises. Part of the reason for this situation has been the threat of termination. But another reason is the fact that when a decision is made as to whether a Federal program will be turned over to Indian administration, it is the Federal authorities and not the Indian people who finally make that decision.

"This situation should be reversed. *In my judgment, it should be up the Indian tribe to determine whether it is willing to assume administrative responsiblity for a service program which is presently administered by a Federal agency.* To this end, I am proposing legislation which would empower a tribe or a group of tribes or any other Indian community to take over the control or operation of federally funded and administered programs in the Department of the Interior and the Department of Health, Education, and Welfare whenever the tribal council or comparable community governing group voted to do so."

In fiscal year 1971, the Johnson-O'Malley program will be funded at a level of some $20 million.

This Johnson-O'Malley money is designed to help Indian students, but since funds go directly to the school districts, the Indians have little if any influence over the way in which the money is spent. I therefore propose that the Congress amend the Johnson-O'Malley Act so as to

authorize the Secretary of the Interior to channel funds under this act directly to Indian tribes and communities. Such a provision would give Indians the ability to help shape the schools which their children attend and, in some instances, to set up new school systems of their own. At the same time, I am directing the Secretary of the Interior to make every effort to ensure that Johnson-O'Malley funds which are presently directed to public school districts are actually spent to improve the education of Indian children in these districts."

Repeal Termination Law

Because termination is morally and legally unacceptable, because it produces bad practical results, and because the mere threat of termination tends to discourage greater self-sufficiency among Indian groups, I am asking the Congress to pass a new concurrent resolution which would expressly renounce, repudiate and repeal the termination policy as expressed in House Concurrent Resolution 108 of the 83d Congress. This resolution would explicitly affirm the integrity and right to continued existence of all Indian tribes and Alaska native governments, recognizing that cultural pluralism is a source of national strength. It would assure these groups that the U.S. Government would continue to carry out its treaty and trusteeship obligations to them as long as the groups themselves believed that such a policy was necessary or desirable. It would guarantee that whenever Indian groups decided to assume control or responsibility for Government service programs, they could do so and still receive adequate Federal financial support. In short, such a resolution would reaffirm for the legislative branch—as I hereby affirm for the executive branch—that the historic relationship between the Federal Government and the Indian communities cannot be abridged without the consent of the Indians.

The Honorable Caspar W. Weinberger—Secretary of Health, Education, and Welfare—before the National Congress of American Indians, Tulsa, Okla., October 30, 1973 (excerpt).

"In the past, I fear, the Federal approach was that we knew the answers and we proclaimed those answers with the bold and total confidence that only uninformed people can project.

"Now, at least, we are conceding that we don't know the answers, and we are setting out to learn. Work on education programs for us as we work on education programs for you.

"So there are some signs of new directions—and we trust that our listening and learning can be counted as one of the most promising.

"We know that our efforts are late—by decades, not by months or weeks.

"We know that our past efforts have been only partial and tentative successes.

"But we also know the depth of our commitment—and that can be the most important fact of all, because our long history has demonstrated at least one thing: We *can* do what we *want* to do.

"So I pledge you our very best efforts at compassion that works, compassion that is built on deeds and not words. And I pledge you my total personal involvement, commitment and cooperation."

Special Report

American Indians feel that for too many years they have been something of a commodity among competing bureaucracies who desire to control Indians and in turn, related Government Indian programs funding. The loose and varying definitions of Indian compound this problem by giving too much leeway to the bureaucracy in its management and disbursal of these funds.

In an effort to clarify the matter, the National Advisory Council on Indian Education will soon issue a special report on the subject, **Who Are American Indians?** The Council's effort will be confined to existing legislation, policies, and programs which deal directly and indirectly with Indian education and in particular, Title IV, of the Indian Education Act (1972).

It is the Council's hope that this special report project will encourage others most concerned with the same problem in other Indian affairs matters, to cooperate in helping bring about a new preciseness and unanimity of definition throughout the government—at all levels—for the mutual protection of all American Indians.

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

PENNSYLVANIA BUILDING, SUITE 326
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COUNCIL MEMBERS

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Barrow, Alaska — Eskimo

WILL ANTELL, 1st Vice-Chairman
Newton Centre, Mass. — Chippewa

DANIEL PEACHES, 2nd Vice-Chairman
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KARMA TORKLEP
Ramah, New Mexico — Lumbee

STAFF

DWIGHT A. BILLEDEAUX
Executive Director

DORRANCE D. STEELE
Asst. Executive Director

PATRICIA CENTERWALL
Admin. Assistant

FEBRUARY 14, 1974.

Mr. JOSEPH UPICKSOUN, *Chairman,*
National Advisory Council on Indian Education

The 1974 fiscal year has been one of frustration to the National Advisory Council on Indian Education and its staff. We have not been able to accomplish many of our goals, objectives, operating plans or responsibilities due to the lack of funding. Should we be forced to continue at the present level for fiscal year 1975, we are destined to mediocrity and possible failure.

The National Advisory Council on Indian Education must have the following budget to accomplish all that is required by Congress in their Indian Education Act, 1972, Title IV.

Sincerely,

Dwight A. Billedeaux

DWIGHT A. BILLEDEAUX,
Executive Director.

NATIONAL ADVISORY COUNCIL
ON
INDIAN EDUCATION

BUDGET NARRATIVE
(1975)

11. Personnel Compensation

11.11 Full Council Meetings

This classification amount is determined by multiplying the number of regularly scheduled council meetings (8) by the number of days (3) per meeting, then multiplying that figure by the number of members (15) to be compensated at a rate of $100.00 per day.

8 x 3 x 15 x $100.00 ..... $36,000

11.12 Sub-Committee Meetings

This classification is computed in the same manner as object classification 11.111. It is anticipated that there will be (4) meetings of (2) day duration with a total of (15) members attending in the course of the next year. Also, there will be (1) meeting of (3) days with (5) members attending a legislative workshop.

4 x 2 x 15 x $100.00 ..... $12,000.00

1 x 3 x 5 x $100.00 ..... $ 1,500.00
$13,500.00

11.13 On-Site-Visits, Conferences & Meetings

Each council member shall have the option to attend (3) days of program visitation and/or conference on (6) occasions for which the compensation is $100.00 per day.

6 x 3 x 15 x $100.00 ..... $27,000.00

Each council member also will have the opportunity to attend (3) meetings of (2) day duration for which he will be compensated at a rate of $100.00 per day.

3 x 15 x $100.00 ..... $ 9,000.00
$36,000.00

11.14 Other Council Business

To provide for the reimbursement of the Chairman and/or Vice-Chairman of the Council or their designees while conducting Council Business, $1,600.00 has been budgeted. This amount will allow reimbursement for a total of (16) days.

16 x $100.00	$ 1,600.00

11.2 Contractual Salaries - As per contract

11.22	Receptionist - typist	$ 8,000.00
11.22	Secretary	$ 9,000.00
11.23	Admin Asst.	$14,000.00
11.23	Admin Asst.	$12,000.00
11.24	Researcher	$12,000.00
11.24	Researcher	$12,000.00
11.25	Asst. Ex. Dir.	$24,000.00
11.26	Executive Dir.	$34,000.00
		$125,500.00

12. Personnel Benefits

Fringe Benefits	$18,825.00
FICA	$ 7,342.00
Unemployment	$ 3,306.00

21. Travel

21.1 Council Members

21.11 Full Council Meetings

The travel expenses for full council meetings was computed on the basis of estimated air fare rates for each council member, plus $15.00 for ground transportation for (8) meetings.

Travel Fare	Wash. D. C.		Wash. D. C.		Wash. D. C.		Wash. D. C.	
Upicksoun	$265	$265	$265	$265	$265	$265	$265	$265
Allen	265	265	265	265	265	265	265	265
Anteil	265	265	265	265	265	265	265	265
George	265	265	265	265	265	265	265	265
Glenn	265	265	265	265	265	265	265	265
Hooper	265	265	265	265	265	265	265	265
Torklep	265	265	265	265	265	265	265	265
Lallmang	265	265	265	265	265	265	265	265
McGee	265	265	265	265	265	265	265	265
Peaches	265	265	265	265	265	265	265	265
Risling	265	265	265	265	265	265	265	265
Simplicio	265	265	265	265	265	265	265	265
Skye	265	265	265	265	265	265	265	265
Smith	265	265	265	265	265	265	265	265
Timmons	265	265	265	265	265	265	265	265
	$3,975	3,975	3,975	3,975	3,975	3,975	3,975	3,975

The total cost of travel for the (8) full council meetings $31,800.00

According to council budgeting procedure, the per diem is also included in the travel classification. Per diem was calculated by multiplying the number of days (5) by the number of meetings (8) multiplied by the number of members (15). The rate of per diem is $25.00 per day.

5 x 8 x 15 x $25. .....15,000.00

ground transpor,8 x 15 x $15..... 1.800.00

Total full council travel classification

$48,600.00

21.12 Sub-Committee Meetings

The travel classification amount for sub-committee meetings was computed on the basis of actual travel fare plus $15.00 for ground transportation for each committee member. The estimated cost of transportation to Washington, D. C. for all the committee members if $3,975.00 Four meetings have been planned for (3) days duration each.

4 x $3,975 ..... $15,900.00

ground transportation 4 x 15 x $15.00 ..... 900.00

Per diem has been computed on the basis of (4) meetings of (3) days duration for (15) members at $25.00 per day.

4 x 3 x 15 x $25.00 ..... $ 4,500.00

Included in this classification is a (4) day legislative conference. The travel has been estimated at $280.00 per person and per diem at $25.00 for (5) members.

5 x $280.00 ..... $1,400.00

4 x 5 x $25.00 ..... 500.00

$23,200.00

21.13 On-Site-Visits, Conferences & Meetings

The budget was constructed in such a manner as to allow (3) opportunities of (3) days duration for either program visitation and/or conferences within one's region. Transportation has been estimated at $180.00 per person. (Approximately 1000 miles round trip)

3 x 15 x 180.00 ..... $8,100.00

Per diem was computed on the basis of (3) days on (3) occasions at $25.00 per day per council member.

3 x 3 x 15 x $25.00 ..... $3,375.00

In addition to the (3) day meetings there are (3) one day opportunities for visitation withon one's region. Transportation was computed on the basis of $140.00 per member.

3 x 15 x $165.00 ..... $7,425.00

Per diem was computed on the basis of (3) days for (15) members at $25.00 per day.

3 x 15 x $25.00 ..... $1,125.00

$20,025.00

21.14 Other Council Business

This classification pertains to the expected travel and per diem expenses incurred by the Chairman and/or Vice Chairman to conduct council business. Transportation has been figured at $175.00 per trip with the expectation that there will be (10) trips.

10 x 175.00 ..... $1,750.00

Per diem has been computed on the basis of $25.00 per day for (20) days.

20 x $25.00 ..... $ 500.00

$2,250.00

21.2 Council Staff

21.21 Travel Expenses, for all staff

..... $12,000.00

22. Transportation of Things

22.11 Transportation of council materials has been estimated to cost $300.00

..... $300.00

23. Rent-lease - Communications-Utilities

22.11 The Rent-Communications & Utilities expenses are the responsibility of the federal government, however, $300.00 has been budgeted for communications expenses which are not normally paid by USOE.

..... $4,800.00

24. The estimated cost of the annual report has been set at $11,000., with $2,000.00 for interim reports, $500.00 for newsletters.

..... $13,500.00

25. Other Services

25.1 Contractual services is the category that contains the estimated expenses for such services as research studies, professional writing and consulting, evaluation & local technical assistants.

..... 12,000.00

Evaluation and local technical Assts. ... 300,000.00

25.2 Under this classification $300.00 has been budgeted to cover any costs for maintenance of equipment.

..... 300.00

312,300.00

26. Supplies and Materials

26.1 Subscriptions to periodicals, reports and professional journals are expected to cost.

..... 500.00

26.2 Office supplies are expected to cost.

..... 2,500.00

3,000.00

31. Equipment

31.1 Furniture and office equipment

..... 10,000.00

31.2 The budget contains $500.00 to cover the costs of books relating to the field of Indian Education.

..... 500.00

$10,500.00

$692,548.00

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